

Alston Middle

500 Bryan Street
Summerville, South Carolina 29483

Grades 6–8 Middle School

Enrollment 883 Students

Principal Sam Clark 843–873–3890

Superintendent Joseph R. Pye 843–873–2901

Board Chair Bufort "Bo" Blanton 843–873–8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	31	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Average	No
2005	Average	Below Average	No

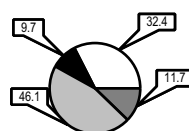
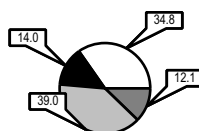
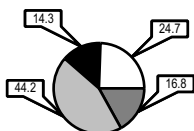
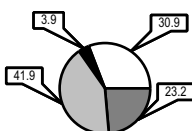
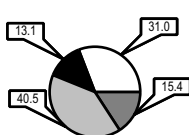
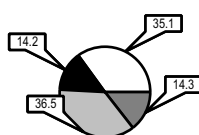
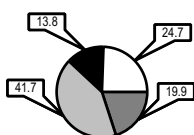
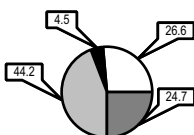
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	886	99.9	29.8	42.2	23.2	4.8	38.2	Yes	Yes
Gender									
Male	473	99.8	35.5	40.0	20.3	4.3	33.3		
Female	413	100.0	23.2	44.9	26.5	5.4	43.8		
Racial/Ethnic Group									
White	534	100.0	22.2	42.9	28.5	6.5	46.7	Yes	Yes
African American	305	99.7	42.6	41.5	13.6	2.2	23.5	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	58.8	11.8	29.4	0.0	35.3	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	739	100.0	22.8	45.6	27.0	4.7	43.3		
Disabled	147	99.3	65.4	25.4	3.8	5.4	12.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	886	99.9	29.8	42.2	23.2	4.8	38.2		
English Proficiency									
Limited English Proficient	17	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	869	99.9	29.0	42.7	23.5	4.8	38.6		
Socio-Economic Status									
Subsidized meals	400	99.8	40.2	44.0	13.2	2.6	24.3	No	Yes
Full-pay meals	485	100.0	21.9	40.9	30.8	6.4	48.7		

Mathematics – State Performance Objective = 36.7%									
All Students	886	100.0	23.9	44.3	16.9	14.9	44.8	Yes	Yes
Gender									
Male	473	100.0	23.6	44.6	15.3	16.5	43.9		
Female	413	100.0	24.3	44.1	18.6	13.0	45.9		
Racial/Ethnic Group									
White	534	100.0	14.8	46.1	18.3	20.7	54.5	Yes	Yes
African American	305	100.0	39.9	40.3	15.0	4.8	28.9	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	35.3	47.1	5.9	11.8	23.5	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	739	100.0	19.2	44.8	19.2	16.9	49.8		
Disabled	147	100.0	48.1	42.0	5.3	4.6	19.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	886	100.0	23.9	44.3	16.9	14.9	44.8		
English Proficiency									
Limited English Proficient	17	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	869	100.0	23.8	44.1	17.1	15.0	45.2		
Socio-Economic Status									
Subsidized meals	400	100.0	32.7	46.5	13.7	7.0	34.2	No	Yes
Full-pay meals	485	100.0	17.3	42.7	19.2	20.8	52.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	886	100.0	34.0	39.3	12.1	14.6	26.7
Gender							
Male	473	100.0	35.1	37.5	10.8	16.5	27.4
Female	413	100.0	32.7	41.4	13.5	12.4	25.9
Racial/Ethnic Group							
White	534	100.0	24.4	41.3	14.4	19.9	34.3
African American	305	100.0	50.2	37.0	7.7	5.1	12.8
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	52.9	23.5	11.8	11.8	23.5
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	739	100.0	28.7	41.6	13.3	16.4	29.7
Disabled	147	100.0	61.1	27.5	6.1	5.3	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	886	100.0	34.0	39.3	12.1	14.6	26.7
English Proficiency							
Limited English Proficient	17	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	869	100.0	33.2	39.7	12.2	14.8	27.0
Socio-Economic Status							
Subsidized meals	400	100.0	45.6	39.2	7.9	7.3	15.2
Full-pay meals	485	100.0	25.2	39.4	15.3	20.1	35.4

Social Studies							
All Students	886	100.0	31.7	46.3	12.0	9.9	21.9
Gender							
Male	473	100.0	33.5	42.0	11.6	13.0	24.5
Female	413	100.0	29.7	51.4	12.4	6.5	18.9
Racial/Ethnic Group							
White	534	100.0	23.8	49.0	14.2	13.0	27.2
African American	305	100.0	44.3	43.6	8.4	3.7	12.1
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	58.8	17.6	0.0	23.5	23.5
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	739	100.0	27.5	48.6	13.3	10.7	24.0
Disabled	147	100.0	53.4	35.1	5.3	6.1	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	886	100.0	31.7	46.3	12.0	9.9	21.9
English Proficiency							
Limited English Proficient	17	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	869	100.0	31.0	46.9	12.1	10.1	22.2
Socio-Economic Status							
Subsidized meals	400	100.0	45.6	41.5	7.6	5.3	12.9
Full-pay meals	485	100.0	21.2	50.0	15.3	13.5	28.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	100.0	33.0	43.9	18.3	4.8	23.0
	7	324	100.0	26.5	50.6	20.0	2.9	22.9
	8	270	99.6	26.7	54.2	17.1	2.0	19.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	100.0	38.3	36.8	21.3	3.6	24.9
	7	263	99.6	30.4	43.9	23.5	2.2	25.7
	8	338	100.0	22.7	46.2	25.4	5.7	31.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	100.0	18.7	41.7	24.8	14.8	39.6
	7	324	100.0	30.0	44.2	18.4	7.4	25.8
	8	270	100.0	28.2	47.6	17.5	6.7	24.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	100.0	17.4	48.6	21.3	12.6	34.0
	7	263	100.0	18.6	45.0	20.3	16.0	36.4
	8	338	100.0	33.4	41.1	10.7	14.7	25.4
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	100.0	44.3	32.4	11.5	11.9	23.3
	7	263	100.0	26.4	47.6	11.3	14.7	26.0
	8	338	100.0	31.4	39.1	13.7	15.7	29.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	100.0	32.8	43.9	7.9	15.4	23.3
	7	263	100.0	43.3	45.5	8.2	3.0	11.3
	8	338	100.0	21.7	49.8	18.1	10.4	28.4

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 883)				
Students enrolled in high school credit courses (grades 7 & 8)	27.7%	Up from 22.6%	17.1%	15.5%
Retention rate	4.9%	Down from 5.2%	2.8%	3.0%
Attendance rate	95.2%	Up from 94.7%	95.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Down from 5.1%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 5.1%	4.1%	4.6%
Eligible for gifted and talented	17.5%	Up from 16.3%	21.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.9%	Down from 16.9%	14.3%	13.6%
Older than usual for grade	5.1%	Up from 4.8%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 6.3%	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	64.9%	Up from 63.2%	53.2%	51.8%
Continuing contract teachers	80.7%	Down from 89.5%	80.9%	78.1%
Highly qualified teachers	88.0%	Up from 85.0%	90.6%	89.6%
Teachers with emergency or provisional certificates	8.3%	Up from 2.0%	5.3%	6.0%
Teachers returning from previous year	85.1%	Up from 84.8%	88.0%	85.4%
Teacher attendance rate	94.1%	Up from 92.9%	95.2%	94.9%
Average teacher salary	\$40,042	Down 0.7%	\$41,716	\$41,328
Prof. development days/teacher	14.3 days	Up from 6.8 days	11.6 days	11.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.2 to 1	22.2 to 1	21.3 to 1
Prime instructional time	88.2%	Up from 87.0%	89.6%	89.3%
Dollars spent per pupil*	\$5,883	Up 1.1%	\$5,923	\$6,022
Percent of expenditures for teacher salaries*	63.7%	Up from 63.5%	62.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 91.1%	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Alston Middle School is to provide every student with the skills necessary to become productive citizens. High expectations, strong parent and community involvement, a committed faculty, and a heritage that spans nearly a century make our school one of the leading middle schools in Dorchester District Two. Alston proudly serves over 850 students with a staff of 57 fully certified teaching professionals. Teacher quality is a priority and is evidenced by over 85% of our teaching staff being identified as Highly Qualified. Over 63% of Alston's teachers hold advanced degrees, and two of our teachers have earned National Board Certification. The Southern Association of Colleges and Schools has accredited our school, and we were one of the first schools in the Low Country to be awarded the SC Dept. of Educations' Red Carpet Award for having a family friendly climate.

The fact that Alston Middle School earned a second Palmetto Silver Award from the SC Dept. of Education is evidence of our continuing focus on academic excellence and improved student achievement. Our students participate in a variety of rigorous academic competitions such as QUEST, Math Counts, District and Low Country Spelling Bees, Geography Bee, and District and State PTSA Reflections Contests. Our Math Counts Team was one of the top teams in the Low Country, and one of its members placed 3rd overall. Alston continues to provide outstanding opportunities for our students in the arts. The Performing Chorus earned a Superior at the state level, and our Tiger Band earned an Excellent from the SC Band Directors Association and the Grand National Competition. Five Alston musicians earned All-Region honors. Our Strings program is rapidly growing, and the artwork of three of our students will be featured in SC-ETV's annual viewer's guide.

With 16 business partnerships and over 3,100 PTSA volunteer hours, our school receives significant support from the community. PTSA has had a powerful, positive impact on our school for nearly a decade. Our PTSA helps support our boy and girls' basketball, volleyball, wrestling, and baseball teams. PTSA also sponsors student dances, Awards Night, purchases library books, and supports mini-grants for teachers. This summer PTSA will collaborate with our School Improvement Council and District Two to provide a covered area for our car-rider line. Our School Improvement Council has been involved in projects that have helped improve security such as the upgrade in our security camera system. Our students have collected nearly 7,000 items in our "Clemson-Carolina Food Fight," and they raised over \$3,500 for Tsunami Relief.

Although Alston has improved its performance in the pursuit of Adequate Yearly Progress set forth in "No Child Left Behind," we face the challenge of improving our students' reading skills and increasing instructional time in science and social studies. The "Read 180" program, Accelerated Reader motivational events, and our daily PACT Strategies tutorial time are aimed at improving reading skills, and we will change our daily class schedule in order to allow for more time in science and social studies. The staff of Alston Middle School is pleased to serve and be a vital part of our community. It is our desire to carry on with the rich Alston Tiger Tradition.

Sam Clark, Principal
Nina Dubose, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	275	132
Percent satisfied with learning environment	96.2%	74.0%	87.4%
Percent satisfied with social and physical environment	90.7%	78.5%	84.0%
Percent satisfied with school-home relations	75.9%	84.1%	73.4%

*Only students at the highest middle school grade level at this school and their parents were included.